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ABSTRACT

The document focuses on a followup survey of Sarasota County high school graduates six months after graduation. Changes in the survey instrument are discussed and compared with the survey used in the previous year. The survey was given to all June 1974 high school graduates in four daytime high schools (1,083 of which 779 responded) and in the Adult Evening High School (113 of which 55 responded). The findings on adult evening high school students are presented in a separate report. The findings showed similarities between the data collected from the 1973 and 1974 surveys. Information is presented, with discussion, in the following areas: (1) number of years of attendance in secondary school, (2) present educational placement, (3) present employment status, (4) attitude towards former educational experience, (5) suggested areas for improvement, (6) rating of teaching methods, and (7) rating of groups which provided assistance in future planning. A 44-page section contains appended materials which include copies of the surveys used and strategies and State guidelines for administering the surveys. (EC)

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FOLLOW-UP STUDY
OF SARASOTA COUNTY'S
1974 SENIOR CLASS
SIX MONTHS AFTER GRADUATION

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Placement and Follow-Up
June 6, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Dr. Roy Giehls with the State Department's Bureau of Vocational Research and Evaluation and Mr. C. A. Bellum, Assistant Superintendent for Vocational-Technical and Adult Education in Sarasota County, provided direction and leadership in conducting these studies.

Dr. Jack Dale of the State of Florida Post-Secondary Career Education Consortium, is responsible for the section entitled, "Validation Procedures for Survey Population." Dr. Dale, who designed the non-vocational component of this project last year, has acted as consultant to this office throughout the 1974-1975 school year and must take credit for much of the success achieved. The method used to validate the survey sample was developed with input from Dr. Rick Nations, Coordinator of Evaluation Services in this county.

Mrs. Mary Counts, program secretary, is to be credited with successfully managing the many forms that our incoming data take and transforming it into useful information which can be acted upon.

Special credit must also be directed toward our high school guidance counselors and occupational specialists who

do much of the secondary phase contacts in assisting in the retrieval of survey instruments.

The support and involvement of our senior high school principals in this endeavor is greatly appreciated.

I am, of course, grateful to those 834 former students who took the time to send us their comments and suggestions for program improvement in our area high schools.

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PREFACE

Florida legislation mandates that "on or before September 1, 1974, each district school board shall establish and maintain job placement and follow-up services to assist all students graduating or leaving the public school system . . . ."

This study was conducted according to State Board of Education Regulations requiring that follow-up studies by each school board be provided according to guidelines prescribed by the Commissioner of Education.

"If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do--why not ask them?" (Gordon W. Allport, 1942)

INTRODUCTION

The program of collecting follow-up information from our Sarasota County high school graduates, six months after graduation, is now in its second year of operation. This most recent data has been collected, analyzed and is reported here for review and decision-making purposes.

Sarasota County is in the advantageous position of having developed a model to implement this system of student follow-up (Dale, 1974) one year ahead of the legislation mandating such a program. Therefore, we are able to compare the responses of the 1973-1974 senior class to those reported by the previous year's graduates.

The responses to the survey conducted this year correspond very closely to the previous survey responses one year before. This lends an added measure of credibility to the model developed last year for contacting non-vocational students and to the basic format and survey instrument which we use to collect the data. In addition, because of their consistency from year to year, some of the results may appear to indicate a longitudinal trend in the feelings of Sarasota County high school students six months after graduation.

Some comparisons can also be made between this most recent group of high school graduates--both daytime and adult evening, and high school graduates from vocational programs of the same senior class. The adult evening graduates were surveyed at the same time with the same strategies and

follow-up instrument as the daytime graduates. The preparatory vocational program completions were surveyed and reported at an earlier date in compliance with State Vocational-Technical and Adult Education guidelines (Preston, 1975).

Every effort was made to produce valid survey results that can be generalized to the total survey population. Special care was taken using an outside consultant to statistically measure a number of especially critical characteristics in the various groups responding to this survey. No significant differences at the .01 level were found to exist between the groups for the traits tested.

INSTRUMENT DESIGN

The development of the survey form was basically a modification of the instrument designed and implemented last year by Dr. Jack Dale. Both the new and the old forms are included as Appendixes A and B. Some of the minor changes included a more prominent heading, the addition of the word "Confidential" on the front, and some subtle changes in the area dealing with "Kind of school program." More obvious changes were the elimination of the four types of program codes, i.e., general, college preparatory, co-op, and vocational. This was changed to "A. Daytime High School," and "B. Adult Evening High School." Vocational/Co-op graduates are surveyed by a separate state-wide follow-up system and do not receive this instrument. The results from last year indicated a difficulty in separating general and college preparatory programs by former students.

Adult evening high school graduates were surveyed for the first time, and as some differentiation between full-time day students and the completions from the evening program are evident, a separation between these two groups was both desirable and adequate. Because of these reasons the two categories "A" and "B" were believed to be the most functional.

The job description area was dropped in favor of the name of the respondent's current employer and/or school attending. This gives us the starting point for pursuing a possible second stage performance evaluation on our former students. In the future we hope to contact employers of this group just as we now do with our vocational graduates. A survey of

performance at post-secondary institutions is more difficult, but a pilot attempt is in the design stages at this time. Jack Dale, now on the staff of the State of Florida Post-Secondary Career Education Consortium and acting as consultant to this program, is working closely with Manatee Junior College and the University of South Florida to develop a system of post-secondary performance evaluation. This information would provide a total follow-up system (placement, instructional/curriculum feedback, and performance evaluation information) as called for by State Guidelines for Placement Services and Follow-Up Studies.

One major change to the survey instrument was the inclusion of Questions 20 through 27 dealing with the "how" of educational or employment placement. This corresponds with information on the Vocational-Technical and Adult Education student survey form (Appendix C) and is an attempt to gain some comparative data on the two groups and how they are serviced.

One question was added, Number 47, "offer more assistance in finding higher educational placement." To allow room for this addition, one question was dropped from this section of last year's form, "make students study harder and require more homework."

A final addition was our telephone number and the suggestion to call us if the survey participant had any questions.

A review of survey instruments is a process of a continuing nature. As our information needs change, so must our vehicle for collecting the data. This year's survey form was revised in cooperation with a number of sources of feedback

and input and was thought to be an updated improvement of the initial form used last year.

SURVEY POPULATION

This survey consisted of all Sarasota County high school students who graduated in June 1974 with the exception of those entered in preparatory vocational programs. Our vocational completions are contacted by a separate state-wide system conducted and reported on by this office earlier in the year.

Of the four daytime schools involved in this survey, Riverview and Sarasota High Schools contributed the majority of graduates. Venice High School with a smaller population, contributed a proportionately lesser number. Pine View, the county's school for the exceptionally gifted, contributed 28 graduates to last year's total of 1082 daytime high school graduates.

An addition to this year's survey of high school students six months after completion was the inclusion of graduates from our Adult Evening High School. Students surveyed were those completing the needed remaining credits in this important alternative avenue towards high school graduation. This group numbered 113 students engaged in part-time studies, most of whom are working full time during the day in gainful employment. Because of their specific educational characteristics, they are reported separately so that we get a clear understanding of the response of each group. This brought the total number in the survey population to 1195.

Figure 1 illustrates the distribution of the survey population.

Figure 1

Distribution of Survey Population

School	Population
Riverview	425
Sarasota	407
Venice	222
Pine View	28
Total Daytime High School	1082
Adult Evening High School	113
TOTAL	1195

VALIDATION PROCEDURES FOR SURVEY POPULATION

Figure 2, page 7, presents a breakdown by school of the respondents and non-respondents. From the original survey size of 1082 former daytime students, 779 had returned their surveys.

The total county return at the end of the designated period was 72.0% and the returns from the participating schools ranged from 92.86% for Pine View to 70.02% for Sarasota High School. The size of this response was believed to be especially critical because it allowed a generalization of findings to a greater portion of the population. To further

strengthen the ability to generalize from this return, records were maintained on the sex, race, and school attended of each individual in the sample. These lists were used to provide frequency data for making comparisons using the chi-square technique for testing the divergence of observed results from those expected.

Figure 2

Distribution of Respondents and Non-Respondents for Daytime High School

School	Number of Respondents	Number of Non-Respondents	Percent of Respondents	Percent of Non-Respondents
Pine View School	26	2	92.86%	7.14%
Riverview H. S.	308	117	72.47%	27.53%
Sarasota H. S.	285	122	70.02%	29.98%
Venice H. S.	160	62	72.07%	27.93%
Total	779	303	72.00%	28.00%

Appendix E contains the results of comparisons made between the frequency of the given trait in the total population and the observed frequency among the non-respondents. The frequencies were compared using a .01 level of significance and no significant differences were found to exist between the groups for the traits tested. This experiment combined with a response rate of 72% strengthened our belief that our survey results were valid and that they were generalizable to the total survey population.

STRATEGY FOR ADMINISTERING THE SURVEY

The basic method for administering this survey was the same as described in last year's corresponding analysis and developed during the state-funded model of 1973-1974. A complete explanation of the specific procedures as taken from "The Design and Implementation of a Model Placement and Follow-Up Program," Dale, 1974, is included as Appendix F. This plan of alert card, mailout, telephone contact, second mail-out, and personal contacts was closely adhered to and yielded a correspondently high rate of return (72%).

DISCUSSION OF FINDINGS

This report is a reflection of the attitudes of our graduates from our four daytime high schools. Results from Adult Evening High School, while comparable in some areas of placement information (Questions 1-19), are taken from a population and educational program so different from full-time, daytime students, as to be non-comparable question-for-question to the responses of daytime high school graduates. The majority of adult evening students are working full time and their educational purpose, for the most part, is specifically directed toward the completion of a limited number of required credits. Graduates from this program usually were at one time or another enrolled in a Sarasota daytime high school. It is recognized that some of the questions directed toward beneficial school experiences (Numbers 29-33) and program changes (Numbers 34-47) may not be applicable to the night school completors. This being a pilot effort with this

group, it was felt that there was much valuable information to be gleaned from surveying our adult high school graduates with this instrument.

Because the majority of information from this group is not directly comparable to the responses of daytime students, a separate report has been prepared for the coordinator of the Adult Evening High School.

From the total survey population of 1082 daytime high school students, 779 had returned their surveys by the end of the survey period. Figure 3 breaks down the rate of return for the total survey population.

Figure 3

Daytime and Adult Evening High School
Respondents and Non-Respondents

School	Number of Respondents	Number of Non-Respondents	Percent of Respondents	Percent of Non-Respondents
Riverview	308	117	72	28
Sarasota	285	122	70	30
Venice	160	62	72	28
Pine View	26	2	93	7
Total Daytime	779	303	72	28
Adult Evening	55	58	49	51
TOTAL	834	361	70	30

The survey was started with the first mailout on November 22, 1974, and concluded on the last day of January, 1975. While this period actually represents nine weeks, it is only 39 school days. This survey period has two advantages. From a retrieval standpoint, the most obvious is to take advantage of both Thanksgiving and Christmas seasons to contact college students home for the holiday period.

As previously mentioned, the range of percentage of returns for the four high schools extends from 93% for Pine View to 70% for Sarasota High School. Completions from the Adult Evening High School respondents are at a much lower rate of 49%.

After filling in personal data and type of program, i.e., day or evening, respondents to this survey were asked to check the number of years they had attended secondary school in this county before completing or leaving the program. Interestingly, 62% checked five or more years as their response. An additional 10% checked four years. This is within 1% of last year's totals of 61% and 10% respectively and may dispel some of the theories of high mobility characteristics of high school students in Sarasota County. The remaining 25% were quite evenly broken down among the remaining one to three years and apparently this is the population entering and exiting frequently.

With only 8% of our high school population attending for "one year or less," this feedback has been developed over a period of at least two years by 92% of the graduating class of 1974.

Figure 4

Number of Years Sarasota Graduates Attended Secondary School in this County by percent

Number of years enrolled	Percent of sample	
	Daytime	Evening
1	8	20
2	9	13
3	9	11
4	10	9
5 or more	62	40

The second series of questions on the survey attends itself to the placement status of this group of former students. Both educational and employment status are assessed. This gives us some comparable data with former vocational program completors as well as Adult Evening High School graduates.

Figure 5, page 12, shows that the full-time employment status of graduates from Sarasota County high schools has dropped from the 37% reported last year to 31% during this period. A corresponding drop in full-time employment among high school graduates from our area Vocational Technical Center is in effect as this year's class reported 56% versus 67% for the 1972-1973 class.

Figure 5

Employment Status Six Months After Graduation
by percent

Status	Daytime High School	Co-op	SCVTC Secondary	Adult Evening High School
Working full time	31	51	56	58
Working part time	16	17	9	9
Total employed	47	68	65	67
Unemployed and looking for work	7	14	11	11
Unemployed and not looking for work	5	3	4	4

As previously reported in our county-wide Vocational-Technical and Adult Education Follow-Up Survey (Preston,1975) this period was the start of an accelerated rise in county unemployment rates. In October a 4.6% unemployment rate was reported in Sarasota County. This continued upward to a three-year high of 8.2% by January 1975. This high rate of unemployment has continued to chart upward to the 13% mark.

The next question on this survey asks the former student about educational placement, both full and part time. If the respondent replied that they were enrolled in a post-secondary program, they were asked to check the kind of program they were attending. Figure 6, page 13, shows that 60% of our daytime non-vocational high school students went on to some form of higher educational endeavor. If you look at the total 1974 high school graduation class, including all vocational

students and adult evening high school graduates, this indicator of post-secondary educational activity is reduced to 52.7% county-wide. Figure 6 brings out this information and compares the post-secondary educational avenues of all our high school graduates in Sarasota County.

Figure 6

1973-1974 Senior Class
In Post-Secondary Education (Full and Part Time)
Six Months After Graduation

	DAYTIME HIGH SCHOOL	AREA VO-TECH SECONDARY	ADULT HIGH SCHOOL	HIGH SCHOOL CO-OP
Number Graduated	1082	140	113	176
Number Enrolled Post-Secondary	649	36	40	72
Percent Enrolled in Post-Secondary Studies	60%	26%	35%	41%
Type of Institution Enrolled in (by percent)				
Area Vo-Tech Center	3	6	9	6
Community College	25	8	15	24
University/4 Year College	27	3	2	3
Private Business School	1	0	0	2
Military Specialist School	1	3	0	0
Company Course	1	2	2	1
Apprentice Program	1	1	2	0
Correspondence Course	1	0	2	0
Other	3	5	3	3

Total High School Graduates 1973-1974	1511
Total Graduates Enrolled in Post-Secondary Education, Six Months After Graduation	797
Percent of Total Graduates Enrolled in Post-Secondary Education	52.7%

Data Source: 1974 VTAE Follow-Up Survey
1974 Daytime High School Follow-Up Survey
1974 Adult Evening High School Follow-Up Survey

The majority of educational placements from our four daytime high schools go on to community/junior colleges or four-year institutions, a combined 52% of a total 60%. This is the same figure as recorded the year before (senior class of 1972-1973) although there is a slight change in the enrollment patterns from four-year schools to two-year schools of three percent, respectively. Entrance into the two-year college was also very popular with graduates from our high school co-op programs, as 24% of this group continued their education in this manner. The vast majority of Sarasota graduates entering community colleges are taking advantage of our local Manatee Junior College. Figure 8, page 15, gives some additional information to support this.

Two additional questions (Numbers 7 and 8) in the same section, deal with after high school placement as a full-time homemaker and those entering military service, as shown in Figure 7.

Figure 7

Placement as Homemaker or in Military Service
Six Months After Graduation
by percent

Graduated From	Full-Time Homemaker	Military
Daytime High School	1	3
Adult Evening High School	4	7
SCVTC Secondary	2	3
High School Co-op	2	0

The next question, "If you are currently employed and/or attend school, please give name of employer or school," was added to this year's survey in an attempt to get some indication of the employment paths that our former non-vocational students were pursuing. Also, the answer to this question indicates the specific names of the post-secondary institutions in which this group of former students are enrolled six months after graduation. A cursory investigation indicates a broad range of employment in and around Sarasota County.

Figure 8

Specific Post-Secondary School Locations
As Specified by 1973-1974 Senior Class

Manatee Junior College	182
University of Florida	47
Florida State University	40
University of South Florida	28
Sarasota Vo-Tech Center	20
Florida Southern	6
Stetson	4
Other Florida Colleges and Universities	12
Other Community/Junior Colleges	20
Out-of-State Colleges and Universities	78
Other (Mostly Bible or Vocational Schools)	22
	459

NOTE: These responses represent only the number responding to "currently employed or attending school."

Question 19 was included on the survey instrument to gather data on the number of students working during their senior year. Figure 9 clearly illustrates that the large majority of both daytime and adult evening students held full-time or part-time jobs during their last year of high school. As this information indicates, there is a direct

Figure 9

Work Status of Students During Their Senior Year
by percent

Type of Student	Full Time	Part Time	Total	Not Employed
Daytime	17	58	75	25
Evening	65	20	85	15

relationship as to the number of hours worked depending on whether the student is attending day or evening classes.

This statistic proved to be important in another way. We know from this and previous studies that more than half of this group will be entering some form of post-secondary education. Many of these former students will be relocating outside of Sarasota for their educational experiences. In addition, some of those who were employed while in high school will change jobs after graduation to either full-time placement or employment with a different firm. All this movement immediately or soon after graduation creates a bank of possible job openings for those students still in local high schools. To take advantage of this resource and to assist both students seeking employment and local employers losing their good

student help, this information is asked of all graduating seniors before they leave school as a part of the county-wide Pre-Graduate Data Survey (Appendix D, Numbers 22 and 23). If a student is employed and if they are planning on leaving their job after graduation, when supplied with this data an occupational specialist has a ready listing of job openings from one graduation class to another.

The next question on the follow-up survey is the last series of responses of which comparable data is available between vocational and non-vocational graduates. While the questions on the two surveys are not exactly the same, some comparisons can be made between the two populations.

The state-designed instrument used to contact all preparatory vocational graduates asks the following question, "How did you get the job?" The survey instrument used to contact all former students other than vocational asks, "How did you obtain your present educational or employment placement?" On both surveys, the respondent is given eight choices for answering, including one designated "other."

As reported earlier in the VTAE 1974 Follow-Up Survey, job placement of the vocational students is primarily the responsibility of course instructors and co-op coordinators with some assistance coming from occupational specialists and guidance counselors.

The non-vocational students (all other students not contacted by the October vocational follow-up study) are more reliant on the guidance counselors and the occupational specialist from their respective high schools.

Primarily because of state funds received for occupational specialists, and more recently for Career Education, our high school guidance teams are well equipped to provide educational and employment information to those students requesting and seeking such resources. From observations and from the data collected, it appears that much career information is being distributed to all grade levels in our secondary schools but that the student is then following through on their own initiative and obtaining their post-secondary placement either "on my own" or through " friends or relatives." Figure 10 reflects these responses.

Figure 10

How Did You Obtain Your Present Placement
by percent *

	Vocational	Daytime	Adult Evening
Teachers	30	3	5
Guidance counselor	1	6	9
Occupational specialist	2	1	2
Friends/relatives	25	22	16
F.S.E.S.	½	1	4
Private employment service	½	1	2
On my own	36	69	62
Other	5	5	2

* Percentages do not total 100 as some students responded to more than one choice.

Question 28 gives an indication of the former student's

overall feeling, like or dislike, when asked about their high school educational experience. The answers range from "liked it very much" to "disliked it very much," with the majority responding positively. This favorable assessment is closely aligned with the responses of the previous year's senior class. Seventy-five percent indicated a positive attitude while only 12% expressed a dislike for their previous education. Thirteen percent stated they "neither liked nor disliked it," with 1% not responding to this question.

Figure 11

Attitude of Former Students Toward Their
High School Education Experience
by percent

Student Attitude	Percent of Sample	
	1974	1973
Liked it very much	27	29
Liked it pretty well	48	45
Neither liked or disliked	13	13
Disliked it more than liked	8	9
Disliked it very much	3	3
No response	1	1

Items 29 through 33 are a series of questions designed to ask the former student what they feel is most beneficial to them at this time, six months after graduation. Respondents are asked to rank the various experiences from most beneficial to least beneficial. The results for the past two

years with some interesting upward change taking place in the area of counseling in making career decisions, is shown in Figure 12. Course work was ranked number one for the second

Figure 12

Former Students' Ranking of the School Experiences They Felt Were Most and Least Beneficial

School Experience	Ranking According to Assigned Weighted Values	
	1974	1973
Course work	1	1
Acquaintances made	2	2
Counseling for career decisions	3	5
Clubs and social activities	4	3
Sports and athletics	5	4

year in a row as being most beneficial after graduation. Likewise, the response to "acquaintances you made" was again number two. "Counseling you received that assisted you in making career decisions" moved from a previous ranking of five (lowest) in 1973 to an assigned weighted value of three this year. This positive assessment of career counseling by our former students may be the result of a number of actions which together resulted in a marked improvement (as viewed by this graduating class versus the previous class).

The addition of one full-time occupational specialist at each of our junior high schools has relieved the senior high specialists to work full time with their respective student body. Some change in guidance personnel and the

addition of one counselor in another senior high school has appeared to have had its positive effects. Guidance counselors are attending to the call for more group counseling and reaching larger numbers of students through presentations and strategies aimed at larger audiences. While piloting efforts in 1974-1975 at the elementary and junior high levels, career education has had spin-off effects in all guidance departments in the county. The local Career Education Project was only in the organizational stage during the latter part of the 1973-1974 school year, but the effects of the concept were being recognized in our high schools. During October 1973, the State Department of Education conducted an evaluation of pupil personnel services and one recommendation was the support and expansion of group guidance activities. The result is an added awareness of the benefits derived from career counseling activities. Finally our high school principals are to be commended for their active involvement in supporting guidance and counseling decisions.

Items 34 through 49 deal with some possible areas for program change. The former student was asked to respond "yes" or "no" to this set of 14 suggestions for improvement and to specify with a comment when necessary. Figure 13, page 23, gives the percentage of responses for each answer for each question with some remarkable similarity between this year's results and the responses of the previous class of 1972-1973. The results are so similar, in fact, that I would be hard pressed to make any change in the overall observations of

last year's report when Dr. Dale summarized the responses to this section as follows:

> "A close analysis . . . reveals great support for the call of more job and career counseling, as well as assistance in finding and securing employment. The proposals that received the least support from this group were those that called for stricter rules of conduct or requirements of more homework. These former students seemed to be calling for a more flexible system where they had a greater variety of courses to select from, and more opportunity to know their teachers through the reduction of class size."

Figure 13

An Assessment of Former Students' Attitude Toward Suggested Changes

Suggested Changes	Percent Favoring 1974	1973	Percent Opposing 1974	1973
Fewer required courses	49	55	47	43
More counseling services	77	79	20	20
More career information	82	81	14	18
More course offerings	52	56	38	42
More extra curricular activities	52	49	42	50
More opportunity to know teachers	67	68	29	31
Enforce rules more strictly	27	28	69	71
More freedom for students	55	62	40	39
Reduce class size	72	75	25	23
More co-op programs	63	58	31	40
More job training	43	43	47	54
Reduce fees	34	30	61	69
More assistance in finding employment	69	69	26	29
More assistance in finding higher education placement	82	n/a	14	n/a
Harder school work	n/a	22	n/a	77

NOTE: Percentages do not total 100 as some students did not respond to all or part of this section.

N/A - This question not used during this year's survey.

Slightly less number of students (-6%) responded in favor of fewer required courses with a similar (-7%) reduction in positive responses dealing with the freedom offered students while in school. The response to providing more opportunities for students to become involved in high school cooperative training (co-op) programs grew both in the number favoring expansion of such programs, 63%--an increase of 5%, and in the number opposed to such a change, 31%--a decrease of 9% over the previous year's graduation class. This appears to be a positive assessment of this type of on-the-job training as viewed by the non-vocational high school graduates, six months after graduation.

Those former students opposed to a reduction in the cost of fees and supplies fell by 8%, but the majority (61%) seem to indicate satisfaction with out-of-pocket funds they have to put into such areas.

The question "make students study harder and require more homework" was taken off of this year's survey to make room for an additional question related to placement assistance. In the introduction to Guidelines for Placement Services and Follow-Up Studies, it is stated "a comprehensive program of placement services ... . continues until these students are placed in gainful employment or FORMAL PROGRAMS TO CONTINUE THEIR EDUCATION."

The State of Florida views post-secondary placement in its most comprehensive format, including assistance into educational as well as employment placement, as the best method of meeting the needs of graduating students and/or

school leavers. This is the premise (in Sarasota County) for keeping county placement services decentralized by school as a guidance function. Those students taking advantage of these services usually find that the high school occupational specialist handles employment placement along with assistance into many of the technical two-year post-secondary programs. The individual senior's guidance counselor is the one responsible for most higher educational placement working with the graduating student and their parents to assist in gaining entrance into the institution and program of the student's choice. Last year's survey asked about ". . . assistance in finding employment." In line with our philosophy of comprehensive placement and to gain a more valid measurement of the actual need for total placement services in our area high schools, Question 47 was added, "Offer more assistance in finding higher educational placement."

Not only did the same percentage (69%) as last year ask for more assistance in finding employment, but 82% responded positively in their expression for more assistance in finding higher educational placement.

Items 48 through 55 asked for a rating of eight common teaching methods. Figure 14, page 26, lists these teaching strategies according to the degree of helpfulness (best for you) that the former students assigned to each method.

This chart closely corresponds with last year's results and attends to the support for active learning situations. The top four responses were all situations where the student is actively involved in the learning process--group discussion,

learning by doing, on-the-job training, and labs. The first four rankings for both survey samples remain the same with on-the-job training changing positions with labs, moving from fourth to third, respectively. The lower four rankings were all associated with more impersonal, less active teaching methods that emphasize watching or listening as opposed to doing. No doubt the use of audio-visual media can be an effective resource in the classroom but it appears that it should be used in support of, rather than in place of, active, participating teaching strategies.

Figure 14

Ranking of Teaching Strategies
(1 is most valuable and 8 is least valuable)

Teaching Strategy	Ranking	
	1974	1973
Class or group discussion	1	1
Learning by doing (shops, P.E.)	2	2
On-the-job training	3	4
Labs	4	3
Lectures	5	6
Movies	6	5
Slides, film strips and tapes	7	7
Study guides/programmed instruction	8	8

The final series of closed-ended responses (Items 56-60) asked for a rating of five groups according to the assistance that had been provided to the former students in planning

their future. The previous responses for more counseling services, Numbers 35, 36, 46, and 47, are again evident in this series. The two groups rated lowest in their degree of helpfulness were the two groups specifically charged with this responsibility in the schools, counselors and occupational specialists. This points out the fact that while the counselors and specialists spend the least amount of time with the students, they need to provide more services on a group presentation basis and need to identify themselves to all students, especially when providing them with assistance in making future plans. Figure 15 reports the results of this item.

Figure 15

Ranking by Former Students of the Individuals Who Were Most Helpful in Assisting Them to Make Future Plans (1 is most helpful and 5 is least helpful)

Position or Status of Individual	Ranking	
	1974	1973
Parents and relatives	1	1
Friends your age	2	3
Teachers	3	2
Guidance Counselors	4	4
Occupational Specialists	5	5

Occupational specialists number only one per each secondary school and two at the area Vocational Center, and therefore must work with an extremely large number of students.

In addition, their duties cover a broad range of pupil services which should include career planning and placement services as the most paramount and predominant, but in fact, must compete with a number of other duties and services depending on the direction of supervising counselors and building principals.

Senior high counselors, of which there are few, operate on a pupil-counselor ratio of 700-1, are in need of clerical assistance, and in some cases in need of definitive guidelines as to role and task analysis. While these conditions help explain the former students rating, they do not satisfy their call for more counseling and placement services.

There is a concerted effort on the part of the senior high guidance teams to increase group guidance activities throughout the county. The results of these increased presentations will hopefully show up in the student follow-up reports of 1975-1976. Some of the strategies being conducted by counselors and specialists on a scheduled basis include values clarification, self-orientation, values through the humanities, awareness in new and emerging roles of women, employment interview techniques, and increased orientations of ninth grade students to the expectations and demands of high school. In addition, our Career Education Project will be supporting high school activities next year as it moves its pilot effort into the upper secondary levels. The developing strategies for reaching the numbers of actual student contacts support those responses directed at more guidance services.

These efforts, together with increased training that our occupational specialists are receiving through the coordination of the Career Education Supervisor and guidance personnel with the State of Florida Post-Secondary Career Education Consortium, are positive moves to implement improvement in our secondary school guidance activities.

SUMMARY

The results from the survey of the 1974 graduation class closely correspond to last year's study of the 1972-1973 senior class six months after graduation. This may indicate a trend in the recommendations of our former high school students from Sarasota County high schools. The majority of the results (81%) are from students who were enrolled in Sarasota schools for three years or more.

Sixty percent of the daytime non-vocational high school students went on to some form of post-secondary matriculation. For the total high school graduation class, this number equals approximately 53%. The majority of educational placements from our four daytime high schools go on to community college or four-year institutions (52 of 60%). A large number of our former students are taking advantage of educational opportunities at Manatee Junior College.

While the part-time work status of former students six months after graduation has stayed about the same, the number of former students working full time has dropped in the area of 6 to 11%. Some of this is due to higher unemployment and corresponding with this is a slightly higher enrollment of former students in post-secondary programs during this past year.

About 75% of our daytime high school students are employed while going to school, the majority of which are part-time jobs.

The large majority of students (75%) completing high school stated a positive attitude toward their former educational experience. Only 11% stated a negative response to this question.

In the area of what school experiences were most beneficial, course work ranked highest with acquaintances made ranking second. Counseling for career decisions moved upward from fifth in 1973 (lowest ranking by former students) to third in this assessment by 1974 graduates. Ranked lower were social activities and sports.

The request for more counseling services was evident in a number of responses dealing with suggested change for improvement. Eighty-two percent of our former students asked for more career information and the question dealing directly with counseling services received a 77% positive response. Eighty-two percent also requested more assistance in finding higher educational placement along with 69% who requested more assistance in finding employment placement.

Respondents expressed a desire for reduction of class size and in line with this same request a desire to know teachers better.

This group of former students also expressed the belief that they derived the greatest benefit from teaching strategies in which the student was actively involved in the instructional process, such as student-oriented group discussions.

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APPENDICES

APPENDIX A
1974-1975 FOLLOW-UP SURVEY INSTRUMENT

THE SCHOOL BOARD OF SARASOTA COUNTY
OFFICE OF PLACEMENT AND FOLLOW-UP

FOLLOW-UP SURVEY

PLEASE PRINT YOUR NAME AND CORRECT ADDRESS BELOW

Name _____
LAST FIRST INITIAL

Address _____
NUMBER STREET CITY STATE ZIP

Social Security number _____ _____ _____

School last attended in Sarasota County _____

What type of program were you enrolled in during your last year in public school?

A____DAYTIME High School B____ADULT EVENING High School

1 How many years did you attend secondary school (high school and junior high) in this county before completing or leaving the program? (Please check the correct response.)

A____1 year or less
B____2 years
C____3 years
D____4 years
E____5 or more years

What are you doing at the present time?
(Check ALL appropriate items.)

2 ____working full-time(30 hours or more per week)
3 ____working part-time(fewer than 30 hours per week)
4 ____unemployed and looking for work
5 ____unemployed and not looking for work
6 ____in school (full or part-time) →
7 ____full-time homemaker
8 ____in military service
9 ____other (specify)_____

Kind of school program
(Check ALL appropriate items)

10___Area Vocational-Technical School
11___Community Junior College
12___University/Four-Year College
13___Private Business/Commercial School
14___Military Specialist School
15___Company Course or School
16___Apprentice Related Program
17___Correspondence Course
18___Other (specify) _____

If you are currently employed or attending school (or both) please give name of employer and/or school.

_____

_____

19 Did you hold a job during most of your last year in school?

A____yes - a full-time job (30 hours or more per week)
B____yes - a part time job (less than 30 hours per week)
C____no

How did you obtain your present educational or employment placement?

20 ____Through Teacher
21 ____Through Guidance Counselor
22 ____Through Occupational Specialist
23 ____Through Friends or Relatives
24 ____Through Florida State Employment Service
25 ____Through Private Employment Service
26 ____On My Own
27 ____Other (please specify) _____

(over)

28 How do you feel about your high school educational experience?

A____liked it very much
B____liked it pretty well
C____neither liked nor disliked it
D____disliked it more than I liked it
E____disliked it very much

What part of your secondary school experience do you feel is most beneficial to you today?
(Please rank these from 1 to 5, with 1 being the most beneficial and 5 the least beneficial)

29 ____course work (specify particular courses) _____
30 ____clubs and social activities (please specify) _____
31 ____sports and athletics (specify) _____
32 ____acquaintances you made
33 ____counseling you received that assisted you in making career decisions

How could the school be changed to improve its program? *(Please indicate your feelings toward each suggestion by placing a check in the* yes *or* no *box)*

	yes	no	
34			fewer required courses and offer more meaningful electives
35			offer more counseling services
36			provide more information on jobs and careers
37			offer more courses (specify) _____
38			provide more opportunity to participate in extra curricular activities
39			allow students the opportunity to know teachers better
40			enforce rules of conduct more strictly
41			offer students more freedom while in school
42			reduce class size
43			provide more opportunities to become involved in co-op programs
44			offer more specific training for a job (specify) _____
45			reduce cost of activities fees and supplies
46			offer more assistance in finding employment
47			offer more assistance in finding higher educational placement

Which teaching method seemed to be the best for you?
(Please rate each method: A-very helpful B-helpful C-little or no help)

	A	B	C	
48				lectures
49				labs
50				movies
51				class or group discussions
52				slides, film strips, tapes
53				learning by doing (shops, P.E.)
54				on the job training
55				study guides or programmed instruction

Please indicate how much the following people helped you in planning your future while you were in high school. *(Please rate each method: A-very helpful B-helpful C-little or no help)*

	A	B	C	
56				Parents, relatives and other adult friends
57				Guidance Counselors
58				Occupational Specialists
59				Teachers
60				Friend of your own age

61 Please list any additional suggestions you have for improving our Educational Program.

_____

_____

If you need assistance or have any questions please call 958-8831, ext. 321

THANK YOU FOR YOUR COOPERATION

APPENDIX B
1973-1974 FOLLOW-UP SURVEY INSTRUMENT

SARASOTA COUNTY PUBLIC SCHOOL
FOLLOW-UP SURVEY

PLEASE PRINT YOUR NAME AND CORRECT ADDRESS BELOW

Name _____
LAST FIRST INITIAL

Address _____
NUMBER STREET CITY STATE ZIP

Social Security number _____ _____ _____

School last attended in Sarasota County _____

What type of program were you enrolled in during your last year in public school?

____1 general
____2 college preparatory
____3 co-op
____4 vocational (please specify) _____

1 How many years did you attend secondary school (high school and junior high) in this county before completing or leaving the program? (Please check the correct response.)

A____1 year
B____2 years
C____3 years
D____4 years
E____5 or more years

What are you doing at the present time?
(Check ALL appropriate items.)

2 ____working full-time(30 hours or more per week)
3 ____working part-time(fewer than 30 hours per week)
4 ____unemployed and looking for work
5 ____unemployed and not looking for work
6 ____in school (full or part-time) →
7 ____full-time homemaker
8 ____in military service
9 ____other (specify)_____

Kind of school program
(Check ALL appropriate items)

10 ____Area Vocational-Technical School
11 ____Community Junior College
12 ____University/Four-Year College
13 ____Private Business/Commercial School
14 ____Military Specialist School
15 ____Company Course or School
16 ____Apprentice Related Program
17 ____Correspondence Course
18 ____Other (specify) _____

If you are working on a part-time or full-time basis, please give a brief description of your duties. ____

_____

19 Did you hold a job during most of your last year in school?

A____yes - a full-time job (30 hours or more per week)
B____yes - a part time job (less than 30 hours per week)
C____no

If you could have your choice in the matter, what kind of job, organization or situation would you like as your life work?

20 ____what I am doing now (please indicate) _____
21 ____own business (kind) _____
22 ____own professional office (kind) _____
23 ____work for small business or office owned by someone else (kind) _____
24 ____work in school (type of position and level) _____
25 ____work for government (type of position) _____
26 ____work for large firm or corporation (type of position) _____
27 ____work for hospital or public health agency (type of position) _____
28 ____homemaker
29 ____other (please indicate) _____

30. How do you feel about your high school educational experience?

A____liked it very much
B____liked it pretty well
C____neither liked nor disliked it
D____disliked it more than I liked it
E____disliked it very much

What part of your secondary school experience do you feel is most beneficial to you today?
(Please rank these from 1 to 5, with 1 being the most beneficial and 5 the least beneficial)

31 ____course work (specify particular courses) _____
32 ____clubs and social activities (please specify) _____
33 ____sports and athletics (specify) _____
34 ____acquaintances you made
35 ____counseling you received that assisted you in making career decisions

How could the school be changed to improve its program? *(Please indicate your feelings toward each suggestion by placing a check in the* **yes** *or* **no** *box)*

	yes	no	
36			fewer required courses and offer more meaningful electives
37			offer more counseling services
38			provide more information on jobs and careers
39			offer more courses (specify) _____
40			provide more opportunity to participate in extra curricular activities
41			allow students the opportunity to know teachers better
42			enforce rules of conduct more strictly
43			offer students more freedom while in school
44			reduce class size
45			provide more opportunities to become involved in co-op programs
46			make students study harder and require more homework
47			offer more specific training for a job (specify) _____
48			reduce cost of activities fees and supplies
49			offer more assistance in finding employment

Which teaching method seemed to be the best for you?
(Please rate each method: A-very helpful B-helpful C-little or no help)

	A	B	C	
50				lectures
51				labs
52				movies
53				class or group discussions
54				slides, film strips, tapes
55				learning by doing (shops, P.E.)
56				on the job training
57				study guides or programmed instruction

Please indicate how much the following people helped you in planning your future while you were in high school. *(Please rate each method: A-very helpful B-helpful C-little or no help)*

	A	B	C	
58				Parents, relatives and other adult friends
59				Counselors and deans
60				Occupational Specialists
61				Teachers
62				Friend of your own age

63 Please list any additional suggestions you have for improving our Educational Program.

_____

_____

THANK YOU FOR YOUR COOPERATION

APPENDIX C
1974-1975 VTAE STUDENT SURVEY FORM

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
VOCATIONAL, TECHNICAL AND ADULT EDUCATION FOLLOW-UP SURVEY

CONFIDENTIAL **CONFIDENTIAL**

Student and Vocational-Technical Program Information

We need your help to collect information for evaluating vocational education programs in Florida. The information we are requesting will be used in improving present programs and in planning new ones. As a former vocational student, your activities and your opinions are among the most valuable input we will receive.

Please take a few minutes and complete the items on both sides of the sheet. The completed form is to be returned in the self-addressed stamped envelope which is enclosed for your convenience. No postage is necessary.

Sincerely,

Floyd T. Christian
Commissioner of Education

****

Is your name and address correct as printed above? If not, please print the corrected information below.

Name _____
Last First Middle Initial

Address _____
Number Street

_____
City (Town or Post Office) State Zip Code

Your Social Security No. ____ ____ ____ ____ ____ ____ ____ ____ ____

THE WORDS, "THIS VOCATIONAL PROGRAM," REFER TO THE VOCATIONAL-TECHNICAL PROGRAM NAMED IN THE IDENTIFICATION BLOCK ABOVE.

1. Have you been employed since leaving this vocational program? (Military Service is considered employment)

1 _____ yes How many jobs have you held since leaving this program? _____

2 _____ no

2. What are you doing at the present time? (Check ALL appropriate items)

1 _____ Working full-time (30 hours or more per week)
2 _____ Working part-time (fewer than 30 hours per week)
3 _____ Unemployed and looking for work
4 _____ Unemployed and not looking for work
5 _____ In school (full or part-time) →
6 _____ Full-time homemaker
7 _____ In Military Service
8 _____ Other (specify) _____

Kind of school program
(Check ALL appropriate items)

1 _____ Area Vocational-Technical School
2 _____ Community Junior College
3 _____ University/Four-Year College
4 _____ Private Business/Commercial School
5 _____ Military Specialist School
6 _____ Company Course or School
7 _____ Apprentice Related Program
8 _____ Correspondence course
9 _____ Other (specify) _____

(Please turn page)

Please answer Section 3A if you are presently employed full or part-time.

Please answer Section 3B if you are not presently employed but have worked full or part-time since leaving this vocational program.

If you have not been employed since leaving this vocational program, skip to Question 8.

Section 3A

Where do you work? (PLEASE GIVE COMPLETE ADDRESS)

Name of Firm _____

Street or Box No. _____

City, State and ZIP _____

Name of Your Immediate Supervisor _____

What is your job? _____

Section 3B

Where was your last job? (PLEASE GIVE COMPLETE ADDRESS)

Name of Firm _____

Street or Box No. _____

City, State and ZIP _____

Name of Your Immediate Supervisor _____

What was your job? _____

4. May we have permission to contact your employer about your success on the job?

1 _____ yes

2 _____ no

5. How did you get the job?

1 _____ Through Vocational Teacher(s), Supervisor(s) or Cooperative Education Coordinator(s)

2 _____ Through Occupational Specialist(s)

3 _____ Through School Guidance Counselor(s)

4 _____ Through Friend(s) or Relative(s)

5 _____ Through State Employment Agency

6 _____ Through Private Employment Agency

7 _____ On My Own

8 _____ Other (specify) _____

6. How would you classify your job? (Please check only one)

1 _____ One for which you were trained by this vocational program

2 _____ Related to your training in this vocational program

3 _____ Not related to your training in this vocational program

7. Your average weekly pay (before taxes) is (was):

1 _____ under $50 2 _____ $50-$74 3 _____ $75-$99 4 _____ $100-$124 5 _____ $125-$149 6 _____ $150 or over

8. Please list any suggestions for improving this vocational program.

_____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION

APPENDIX D
PRE-GRADUATE DATA SURVEY

PRE-GRADUATE DATA SURVEY

PLACEMENT & FOLLOW-UP

Name _____ School _____ Social Security number _____
(last) (first)

Permanent address _____
(street) (city) (state) (zip)

Age _____ Date of graduation _____
(month) (year)

Part I

1. Do you plan to continue your education immediately after graduation? _____ yes _____ no

If your answer to question #1 is *yes*, please check the type of program you plan to enter.

2. _____ Area Vocational Technical School
3. _____ University/Four-Year College
4. _____ Community/Junior College
5. _____ Military Specialist School
6. _____ Apprentice Related Program
7. _____ Other (specify) _____
8. What particular major or field of study do you plan to follow in your future studies?

_____

9. Do you need assistance at this time in finding entrance into the program of your choice? _____ yes _____ no

PART II

10. Do you plan to begin full-time permanent employment immediately after graduation? (not a summer job) _____ yes _____ no
11. If your answer to question #10 is *yes*, what particular type of job will you be seeking?

_____

12. Will you need assistance in finding full-time employment in the job area you are seeking? _____ yes _____ no

Part III

If you could have your choice in the matter, what kind of employment, position, or situation would you like as your life's work?

13. _____ own business (kind) _____
14. _____ own professional office (kind) _____
15. _____ work for small business or one owned by someone else (kind) _____
16. _____ work for large firm or corporation (type of position) _____
17. _____ work for school (type of position or level) _____
18. _____ work for government (type of position) _____
19. _____ work in a skilled trade occupation (type of trade) _____
20. _____ homemaker
21. _____ other (please indicate) _____
22. Do you have a part-time job at present? _____ yes _____ no

    Name and address of Firm _____
23. Are you planning on leaving this job after graduation? _____ yes _____ no

APPENDIX E
COMPARISON OF SELECTED TRAITS

COMPARISON OF SELECTED TRAITS OF NON-RESPONDENTS
WITH THE TOTAL SAMPLE DRAWN FROM THE SARASOTA COUNTY
1973-1974 GRADUATING CLASS

Selected Trait	Observed Frequency	Expected Frequency	X^2	Degrees of Freedom	Probability at .01
Sex					
Female					
non-respondent	131	151.22			
total sample	540				
Male					
non-respondent	172	151.78			
total sample	542		5.39	1	not significant
Race					
Black					
non-respondent	31	21.56			
total sample	77				
White					
non-respondent	272	281.44			
total sample	1005		4.00	1	not significant
School Last Attended					
Riverview H.S.					
non-respondents	117	119.02			
total population	425				
Sarasota H.S.					
non-respondents	122	113.98			
total population	407				
Venice H.S.					
non-respondents	62	62.17			
total population	222				
Pine View School					
non-respondents	2	7.84			
total population	28		6.83	3	not significant

APPENDIX F
STRATEGY FOR ADMINISTERING THE SURVEY

Strategy for Administering the Survey

The basic plan for survey administration was to try to secure the highest possible return without in any way influencing the responses obtained from the population. To achieve this desired end, the instrument and the package in which it was mailed was carefully designed. Listed below are several of the characteristics of the survey and package.

1. Only items were included with low threat levels.
2. The instrument used was short, easy to complete, and at a suitable reading level.
3. A professional printer was employed to physically design and produce the form.
4. The survey was printed in an attractive manner using colored paper.
5. Careful attention was given to avoid the use of words such as "questionnaire," which research literature indicates has a negative effect on responses.
6. First-class stamped envelopes were used because researchers have indicated that the use of a stamped envelope will bring a greater percentage of returns than metered mail.
7. Envelopes were designed to be distinctive and attractive.
8. All surveys were accompanied by a cover letter signed by the principal of the school the student last attended.

In addition to designing specific characteristics in our form to achieve our goals, an elaborate publicity and mailing schedule was devised to achieve these same ends. The first step came a week before the first scheduled survey mailing when an ALERT card was mailed to all individuals in

the sample. This card was designed to inform people of the coming of the survey and it was timed to coincide with a publicity campaign. This campaign included radio announcements on several local stations, taped interviews with reporters, and newspaper coverage. Great care was taken in selecting a date for our first survey mailing. Research had indicated that the individuals should receive their forms on a Monday or Tuesday for the best return results. We also wanted our surveys to arrive during Thanksgiving week, so that we would have as many college students home for the holidays as possible. To achieve this exact arrival date, care was taken to sort all letters by zip codes and the envelopes were personally delivered to the post office to assure that these local officials were cognizant of our plan.

Two weeks were allowed to pass following this mailing before further action was initiated. During this two-week period, care was taken to record all returns and to search out the correct address of any letters returned marked "insufficient address." This group that could not be reached was of special concern because we wanted all students to have the opportunity to express their attitudes toward their high school educational experience. The size of the group that could not be contacted was kept to a minimum by following up in the schools on any former student who could not be reached by mail. This effort often yielded a new family

address or a change of name on the part of the girls and this finally allowed us to contact many of the individuals.

Two weeks after the first mailing, a list was compiled of those students who had not returned their forms. A pool of three professional secretaries was assembled to make telephone contact with these individuals during the evening hours and to encourage them to mail in their survey. If, during these contacts, the person said that they had lost or had not received the form, a second copy of the packet was mailed.

In the days immediately prior to the telephone follow-up, the volume of returns were gradually dwindling; but this effort inspired a surge of returns that lasted for more than a week.

As our daily return rate began to decline again, another effort to secure returns was initiated. A list of non-respondents was circulated in the high schools and teachers were asked to encourage any student with whom they have contact to complete and return their survey. This effort also had a positive effect on returns; and, by the end of a forty-day period after our first mailout, the program was concluded.

APPENDIX G
GUIDELINES

THE SCHOOL BOARD OF SARASOTA, COUNTY
OFFICE OF PLACEMENT AND FOLLOW-UP
2418 HATTON STREET
SARASOTA, FLORIDA 33577

Guidelines for Placement Services and Follow-Up Studies

State of Florida
Department of Education
Tallahassee, Florida
Floyd T. Christian, Commissioner

Introduction

Chapter 73-235, Laws of Florida, requires that "on or before September 1, 1974, each district school board shall establish and maintain job placement and follow-up services for all students graduating or leaving the public school system, including area vocational technical centers."

Section 6A-6.71(4), State Board of Education Regulations, requires that placement services and follow-up studies by each school board shall be provided according to guidelines prescribed by the Commissioner.

Limited placement services and follow-up studies have been conducted in Florida for a number of years but in general have not been systematic in nature and have not included all students.

A comprehensive program of placement services and follow-up studies includes all students, begins when students enter secondary or post-secondary educational programs, and continues until these students are placed in gainful employment or formal programs to continue their education. The foundation of the placement services should be a comprehensive career education curriculum. To better meet the actual needs of students, follow-up studies should include both gathering data and providing data for use in adjusting curricula.

Coordination of placement services and follow-up studies is essential in each school district. Clearly established procedures for coordination should be visible in each district's comprehensive educational plan. Community, state, and federal agencies, educational institutions, businesses, and industries are resources which should be involved in placement and follow-up.

The validity and effectiveness of the educational programs in each secondary school, area vocational-technical center and school district are reflected by the following:

(1) The extent to which former students enter into activities for which the school has provided preparation, and

(2) The performance of former students in these activities.

This document provides the guidelines issued by the Commissioner of Education for school districts to use in implementing placement services and follow-up studies.

December 1973

GUIDELINES FOR PLACEMENT SERVICES

Pursuant to Chapter 73-235, Laws of Florida, and Section 6A-6.71(4), State Board of Education Regulations, the school board of each district shall ensure that organized placement and follow-up services are established and maintained to assist all students graduating from or leaving each secondary school and each area vocational-technical center in the district. The services of guidance counselors and occupational specialists shall be liberally used in providing these services.

These guidelines are issued in compliance with State Board of Education Regulations for use by each school district.

Objectives of Placement Services

Placement services provided by each school district shall be so designed as to serve the following objectives:

(1) To serve the needs of students as they seek to gain employment and/or to move to another level of education.

(2) To provide information that will enable the school and district to adjust instructional programs to meet the needs of students more fully.

(3) To provide data which indicate where graduates and other former students are placed subsequent to leaving school.

Placement Services

As used in these guidelines, placement services are defined as *assistance to school graduates or leavers, depending upon the desire of the individual to obtain gainful employment, to continue education, or to engage in a combination of employment and further education.*

Responsibility for Placement Services

Each school board shall, prior to September 1, 1974, adopt a district-wide plan to ensure that placement services shall be provided for all students graduating from or leaving each secondary school, area vocational-technical center or other post-secondary institutions administered by the school district. The plan shall be included in the District Comprehensive Educational Plan and submitted to the Department of Education.

The district plan must include the following:

(1) Assignment of Responsibility – The name, position, and responsibilities of the person at the district level charged with developing, coordinating, implementing, and evaluating the district plan for providing placement services.

Examples of responsibilities include the following:

- Identify existing community, state, federal, and private educational agencies in which a student may be employed or enrolled.
- To serve on the district level as liaison with all educational institutions, employers, and agencies in which students are likely to be placed, and to assist individual schools in establishing similar liaisons.
- Develop and implement an evaluation system of placement services provided to students.
- Prepare a report of the effectiveness of placement services provided to students.
- Recommend needed changes in curricula or placement services based on an evaluation of placement services.
- Prepare or direct the preparation of written reports to the school board.

(2) Population to be Served – Placement services shall be provided for every student enrolled in a program and may be provided for former students who have graduated or left school.

School Graduate

As used in these guidelines, a school graduate is defined as *an individual who has received a high school diploma or other formal recognition, such as a certificate for the successful completion of a prescribed program of study.*

School Leaver

As used in these guidelines, a school leaver is defined as *an individual who either leaves school prior to high school graduation or before completing a program of studies without transferring to another school.*

Secondary School

As used in these guidelines, a secondary school is defined as *a school enrolling students in any one or any combination of the following grade levels: 8, 9, 10, 11, 12.*

Areas of Placement

The areas of placement services offered to each student shall depend upon the desires of the individual to gain employment, to enroll in further education, or to engage in a combination of employment and further education. Areas of placement may include, but are not limited to, the following:

- Job Placement
- Four Year College and University
- Area Vocational-Technical Center
- Community College
- Adult Education Program
- Military Service
- Private School
- Sheltered Workshop
- Any other educational or job alternative available.

(3) Procedure for Implementing Placement Services – Each district shall adopt procedures which provide placement services for each graduate or school leaver. The types of services to be provided should be clearly stated. Placement services may include, but are not limited to, the following activities:

- Coordinating activities with efforts of community, state and federal agencies and post-secondary educational institutions to provide placement services to students.
- Contacting prospective employers to ascertain job opportunities.
- Maintaining a file of employers who have previously hired former students.
- Maintaining a file on each student using placement services.
- Referring students to appropriate community agencies capable of meeting their needs.
- Contacting potential employers and personnel from post-secondary educational institutions and extending an invitation to visit the school.

- Maintaining lists of students desiring employment in specific careers.
- Maintaining files on specific job openings.
- Abstracting key job information for dissemination to students, administration and faculty.
- Collecting and disseminating educational and career information.
- Providing formal or informal training to students in the areas of job placement skills, life-planning, and decision-making.
- Attending local meetings of business and civic organizations to explain placement services offered.
- Coordinating placement services within each school, and
- Providing career placement counseling in each school.

(4) Duration of Placement Services – Each district shall provide placement services for at least one year after the student has graduated from or left school.

(5) Collection of Data – Procedures must be established for collecting information which will enable each district and each school to evaluate the effectiveness of the placement services provided.

The types of information to be collected include:

- Number of students in each identified category: school leavers and school graduates.
- Number of students (by category) who registered or obtained placement services.
- Number of students (by category) who were placed, and in what areas.
- Areas in which students experienced difficulty in being placed.

(6) Analyses of Data – Analyses of data must include:

(a) School and educational program deficiencies identified by the placement information.

(b) Changes or modifications in both curriculum and placement services needed to alleviate deficiencies identified.

(7) Reports – Beginning January 1, 1976, and each year thereafter, the superintendent shall make an annual written report to the school board with recommendations for each area of curriculum deficiency having an adverse effect on the employability of job candidates and the performance of students enrolled in post-secondary educational institutions. This report should reflect an assessment of the procedures used in placement with recommendations for any necessary changes in policy or procedure. One copy of the annual report shall be submitted to the Commissioner of Education.

GUIDELINES FOR FOLLOW-UP STUDIES

Pursuant to Chapter 73-235, Laws of Florida, and Section 6A-6.71(4), State Board of Education Regulations, each school board shall ensure that:

> . . . appropriate evaluation is made of the performance of former students as they pursue careers for which they received preparation while attending any secondary or post-secondary program in the schools of that district.
>
> . . . each secondary school, each area vocational-technical center, and each district is required to review its program in relation to the information provided by the follow-up evaluations.

These guidelines are issued in compliance with the State Board of Education Regulations and are to be used by each school district.

Objectives of Follow-Up Studies

Follow-up studies performed by school districts shall be so designed as to serve the following objectives:

> (1) To determine the effectiveness of instructional programs in meeting their stated goals and objectives. (e.g., How well is the attainment of the instructional goals and objectives demonstrated by the performance of former students?)
>
> (2) To determine the adequacy of goals and objectives of instructional programs in which former students were enrolled. (e.g., Were former students required to learn skills or knowledge not needed? Are former students required to engage in on-the-job activities which were not included in the educational program?)

Follow-Up Studies

As used in these guidelines, follow-up studies are defined as *a systematic examination of the performance of former students in relation to goals and objectives of the educational programs through which the students were prepared.*

Responsibility for Follow-Up Studies

Each school board shall, prior to September 1, 1974, adopt a district-wide plan to ensure that follow-up evaluations are made on the placement and performance of all students graduating from or leaving each secondary school, area vocational-technical center or other post-secondary institution administered by the school district. The plan shall be included in the District Comprehensive Educational Plan and submitted to the Department of Education.

The district plan must include the following:

(1) Assignment of Responsibility – The name, position, and responsibilities of each person at the district level charged with the responsibility for designing, coordinating, implementing, and evaluating the follow-up studies.

Examples of responsibilities include the following:

(a) Design or coordinate the design for the follow-up study in conjunction with district level personnel who supervise or coordinate instructional programs.

(b) Examine or coordinate the examination of the results of the follow-up study.

(c) Based upon information developed in the follow-up studies, prepare written reports to the school board concerning areas of curricular deficiency.

(2) Population to be Followed-Up – Initial follow-up studies shall include each former student who graduated or left school. Subsequent follow-up studies may include a random sample of former students.

(3) Schedule for Conducting Follow-Up Studies

(a) The initial follow-up of all former students should be conducted within the period from four to fifteen months after the student leaves school.

1. The follow-up study developed by the Division of Vocational Education shall be included for each former student completing a vocational-technical preparatory program or leaving school with a marketable skill.[1] This study shall be conducted during October of the school year following the student's exit from school.[2]

2. The follow-up study for each student who leaves school before graduation should include an exit interview to determine the reason(s) for leaving and his perception of all curricula and programs in which he was enrolled.

[1]Section 233.0682, Florida Statutes.

[2]U.S. Department of Health, Education and Welfare (Office of Education), *Placement of Program Completions in Vocational Education Programs*, OE Form 3139, December, 1971.

(4) Information Needed for Conducting and Examining Follow-Up Studies

(a) The information collected on the follow-up survey shall be designed to draw conclusions relative to the objectives of follow-up studies as previously listed.

(b) Each district shall provide for the systematic study of the factors that are associated with the withdrawal of students who leave school prior to graduation or the completion of their declared education objectives.

(c) To accomplish Section (4)(a) above, it is anticipated that the following steps will be taken for each program offered by each secondary school, area vocational-technical center or other post-secondary institution administered by the school district.

1. Identify program goals and objectives.

2. Devise instruments and procedures for assessing:

   a. the performance of former students in relation to identified objectives; and,

   b. the adequacy of those goals and objectives in which former students are engaging.

3. Utilize the instruments and procedures for making the above assessments with former students.

(5) Reports – Beginning January 1, 1976, and each year thereafter, an annual written report shall be made to the district school board by follow-up personnel with recommendations concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates and the performance of students enrolled in post secondary educational institutions. This report should reflect an assessment of the procedures used in conducting follow-up studies with recommendations for any necessary changes in policy or procedure. One copy of the annual report shall be submitted to the Commissioner of Education. If the district so desires, the annual written reports for placement and follow-up may be combined into one document.

This reprint of a public document was promulgated at an annual cost of $676.47 or $.067 per copy to provide guidelines for use by public school personnel in developing, implementing, and maintaining placement services and follow-up studies for all students in secondary and post-secondary educational programs.

DEPARTMENT OF EDUCATION • TALLAHASSEE, FLORIDA

APPENDIX H
SURVEY SCHEDULE

PLACEMENT AND FOLLOW-UP SURVEY SCHEDULE
1974-1975

Date	Number	
10-17-74		Survey instrument redesigned and sent to printer
11-22-74	1195	First survey mailout
12-9-74 through 12-12-74		Telephone contacts from 4:30 pm to 7:30 pm
12-10-74	33	Mailout result of first night of telephone contacts
12-11-74	29	Mailout result of second night of telephone contacts
12-12-74	58	Mailout result of third night of telephone contacts
12-15-74	29	Mailout result of fourth night of telephone contacts
12-19-74	242	Second survey mailout
1-31-75		Cut-off date for return of surveys
2-11-75		Optical-scan sheets to Data Processing

APPENDIX I
NEWS RELEASE

Mr. James Preston
Placement and Follow-Up
School Board of Sarasota County
2418 Hatton Street
Sarasota, Florida 33577
958-8831, extension 321

News Release
November 20, 1974

Members of the 1974 graduating classes of Sarasota County high schools will have an opportunity to reflect upon their educational experiences when they receive the annual follow-up survey form this week, announces Jim Preston, program administrator for the Office of Placement and Follow-Up of the Sarasota County School Board.

The survey, funded by a state career education grant, is being mailed for the second year to approximately 1200 graduates of the 1974 class in accordance with Senate Bill 1025. Effective September 1, 1974, all school districts in the State of Florida must conduct the survey of graduates within four to fifteen months after they leave school.

ALERT cards were mailed to students on Friday, November 15, to advise them about the forthcoming survey and to encourage them to participate.

"We are optimistic that through the cooperation of the graduates, parents, and educators a high rate of return will be achieved," explained Preston. "Seventy-two percent of the graduates contacted last year responded to the survey."

Overall, last year's graduates rated their high school experience positively with 29 percent 'liking it very much' and 45 percent 'liking it pretty well.' Only 12 percent reacted negatively with 'disliked more than liked,' 'disliked very much,' or with no response.

Results from the the pilot project conducted last year indicated a strong preference by former students for participation types of learning such as discussions, 'learning by doing' classes, laboratory, and 'on-the-job' experiences, listed in order of their importance.

Feedback from the graduates regarding their perceptions of needed program changes revealed, in descending order, a desire for greater career information, more counseling services, and smaller class sizes, among other suggestions.

Preston is eager to compare this year's findings with those from last year in regard to numbers of students entering higher education and those working full-time. He believes that the economic conditions may have caused a shift in Sarasota County as has been reported elsewhere in the country.

Last month a similar survey was mailed to graduates of vocational programs and, if they were employed, the program went to their supervisor for a performance evaluation. The response from former students has been very successful.

APPENDIX J
ALERT CARD

DEAR FORMER STUDENT OF SARASOTA HIGH SCHOOL:

In a few days you will receive a survey inquiring about your progress since leaving high school. I should like to request your cooperation by completing and returning this survey. Your answers to the questions will be of great value to the students here now and for our future students. Your individual responses will be kept in the strictest confidence.

Sincerely,

Wilmer C. Banks

Wilmer C. Banks, Principal
Sarasota High School

APPENDIX K
COVER LETTER

BOARD OF PUBLIC INSTRUCTION

RIVERVIEW HIGH SCHOOL

4850 LORDS AVENUE SARASOTA, FLORIDA 33581

Dear Former Student of Riverview High School:

About six months have now gone by since you were enrolled in, or graduated from Riverview High School. We are very interested in you and the progress you are making.

This school is cooperating with the other secondary schools in this county to collect information from all of our former students. This information will be used to provide a basis for studying and improving our present educational programs, and for planning new offerings where a need is indicated.

We would very much appreciate your taking a few minutes to fill out and return the enclosed survey as soon as possible. For your convenience, a pre-addressed stamped envelope is enclosed with this letter. We would like to stress the importance of all students returning their surveys so that we can have the opinions of the total class. You can be assured that all individual responses will be kept confidential and that findings will be reported only on a group basis.

We invite you to visit and allow us to serve you. May we say thanks for your cooperation and best wishes for your future.

Sincerely,

Edward Brown Jr.

Edward Brown, Jr., Principal
Riverview High School

mc
enclosures

APPENDIX L
PFU ENVELOPE

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
2418 HATTON STREET
SARASOTA, FLORIDA 33577
PFU

APPENDIX M
TELEPHONE FOLLOW-UP

PROCEDURES FOR CONTACTING THE PEOPLE WHO DID NOT RETURN THEIR SURVEYS BY TELEPHONE

1. Secure aid of individuals with good telephone procedures to make the calls.

2. Establish a schedule for calls to be made between 4:30 and 6:30 P.M. This is designed to catch working people during the period they would most likely be at home.

3. Secure telephone numbers from previous years' senior class print-out.

4. Make call and follow procedure outlined on the script. (A script should be prepared and distributed to all persons making calls. Example of script is indicated below.)

5. If the individual indicates that he needs another survey, write address to the right of student's name on the print-out. Indicate with an "S" that another survey is being sent.

6. Place a check mark to the right of the individuals you have reached by phone, with black magic marker.

SCRIPT FOR THE TELEPHONE PHASE OF THE PFU SURVEY PROGRAM

HELLO . . . . .

I am calling from the Sarasota County School Board concerning a survey that has been mailed to all of last year's seniors. This type of survey will be conducted in all of Florida's counties to comply with State Legislation. The purpose of the program is to collect information from our former students so we can determine the strengths and weaknesses of our program.

Our records indicate that your form has not been received. Do you still have the survey form? We would appreciate your taking a few moments to fill it out and return it to us in the enclosed postage paid, self-addressed envelope. If you have not received the survey or it has been misplaced, we would like to send you another. At what address would you like this envelope mailed?

Thank you for your help. Your answers on this survey will help to give us a true evaluation of our programs.